Welcome

DC Comprehensive Assessment System – Alternate (DC CAS-Alt)

Score Interpretation for DC CAS-Alt 2013-2014

September 26-27, 2013

Agenda

Welcome and Introductions
Individual Student Report (ISR)
School Wide Results
LEA Results
State Results

Training Objectives

Participants will be able to:

- Interpret, analyze, and discuss student data based on information in the Individual Student Report
- Explain how raw scores are determined
- Explain the Entry Score Chart
- Interpret, analyze, and discuss school-wide results LEA and State Performance Reports.

DC CAS-Alt Required Components for 2013-2014

- A Pearson-provided Standard Three-Ring Binder
- Standard Table of Contents
- Section 1
  - Learner Characteristics Inventory
  - Parent Validation
  - Administrator Validation
  - Security Validation
  - Permission to Photograph or Audio/Videotape
- Section 2
  - 3 Reading Entries
- Section 3
  - 3 Mathematics Entries
- Section 4
  - 3 Science Entries
  - For grades 5, 8, and Biology only
- Section 5
  - 1 Writing Sample
  - For grades 4, 7, and 10 only

Individual Student Report (ISR)

STUDENT REPORT

DC Office of the State Superintendent of Education

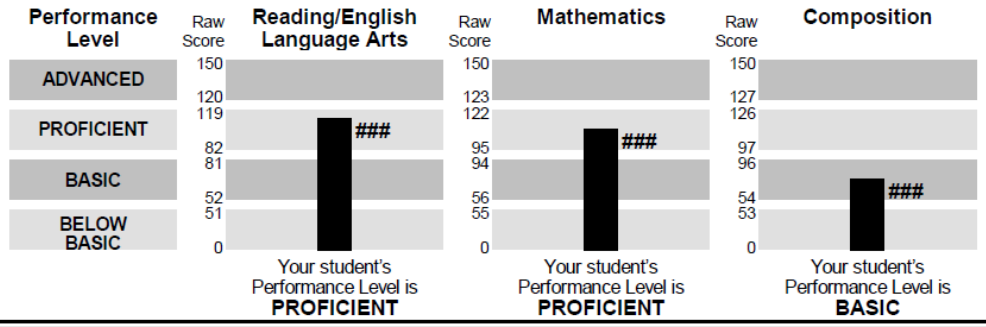
Comprehensive Assessment System – Alternate

Individual Student Report (2012-2013)

FIRSTNAMEXXXXXXXXXXXXXXXX'S Performance on the Alternate Assessment

Student Name: **FIRSTNAMEXXXXXXXXXXXXXXXX LASTNAMEXXXXXXXXXXXXXXXX**
Student ID: **1231231** Date of Birth: **mm/dd/yyyy** Grade: **4**
School: **SCHOOLNAMEXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX**

STUDENT'S PERFORMANCE LEVELS AND RAW SCORES BY PROFICIENCY CONTENT AREA



	Learning Standard	Performance (##)[a]	Complexity (##)[a]	Supports (##)[a]	Code	Total
ELA Entry 1 *Language Development*	#.XXX-XX.##	##	##	##	##	##
ELA Entry 2 *Literary Text*	#.XXX.#	##	##	##	##	##
ELA Entry 3 *Informational Text*	#.XX-X.#	##	##	##	##	##
		Perform. Total: ##	LOC Total: ##	Supports Total: ##		###
Mathematics Entry 1 *Algebra I: Patterns, Relations, and Algebra*	#.XXX-XX.##	##	##	##	##	##
Mathematics Entry 2 *Algebra I: Data Analysis, Statistics and Probability*	#.XXX.#	##	##	##	##	##
Mathematics Entry 3 *Geometry*	#.XX-X.#	##	##	##	##	##
		Perform. Total: ##	LOC Total: ##	Supports Total: ##		###
Composition Entry 1 *CCSS Writing 9*	#.XXX-XX.##	##	##	##		##

Codes

- **N1 =** Security Breach
- **N2 =** Missing Entry
- **N3 =** Insufficient Evidence (No Name and/or Date on the Data Chart or Student Work)
- **N4 =** Insufficient Evidence (Missing Entry Cover Sheet, Entry Cover Sheet Incomplete)
- **CA =** Missing/Incomplete Learner Characteristics Inventory
- **CB =** Wrong Performance Dimension Chosen
- **CC =** Standard Not on the Student's Identified Grade Level
- **CD =** Insufficient Data (No Data Chart, Not Enough Data Points on the Data Chart)
- **CE =** Insufficient Data (Not Enough Scorable Corroborating Evidence)
- **CF =** Insufficient Data (Not Graded, Grades Do Not Match, Dates Do Not Match, Work Sample Does Not Support Data Chart)
- **CG =** Strand Used More Than Once
- **CH =** Standard Not One of the Possible Standards
- **CI =** Student Work Does Not Match Targeted Skill and/or Does Not Match the Strand and Standard
- **CJ =** Missing Activity Description Sheet
- **CK =** Baseline Over 50%
- **X =** Student Did Not Test in This Area

Chart: Student's Performance Levels and Raw Scores by Proficiency Content Area

For Grades 3 and 6

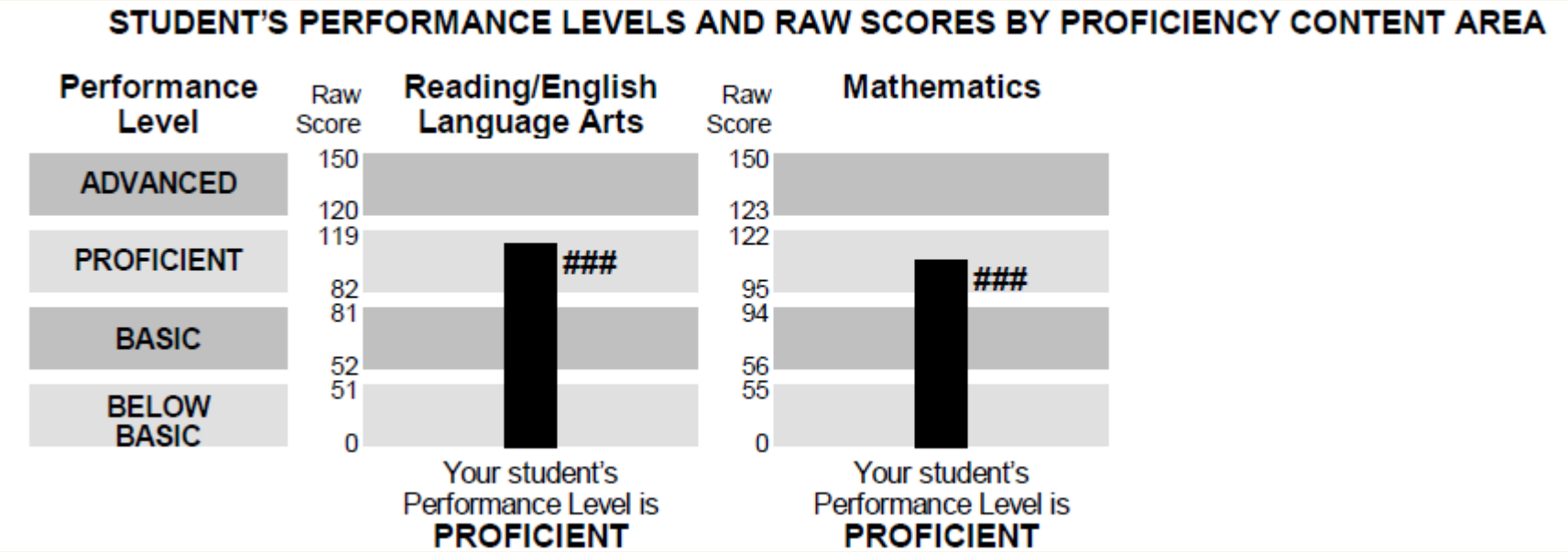


Chart: Student's Performance Levels and Raw Scores by Proficiency Content Area

For Grades 4 and 7

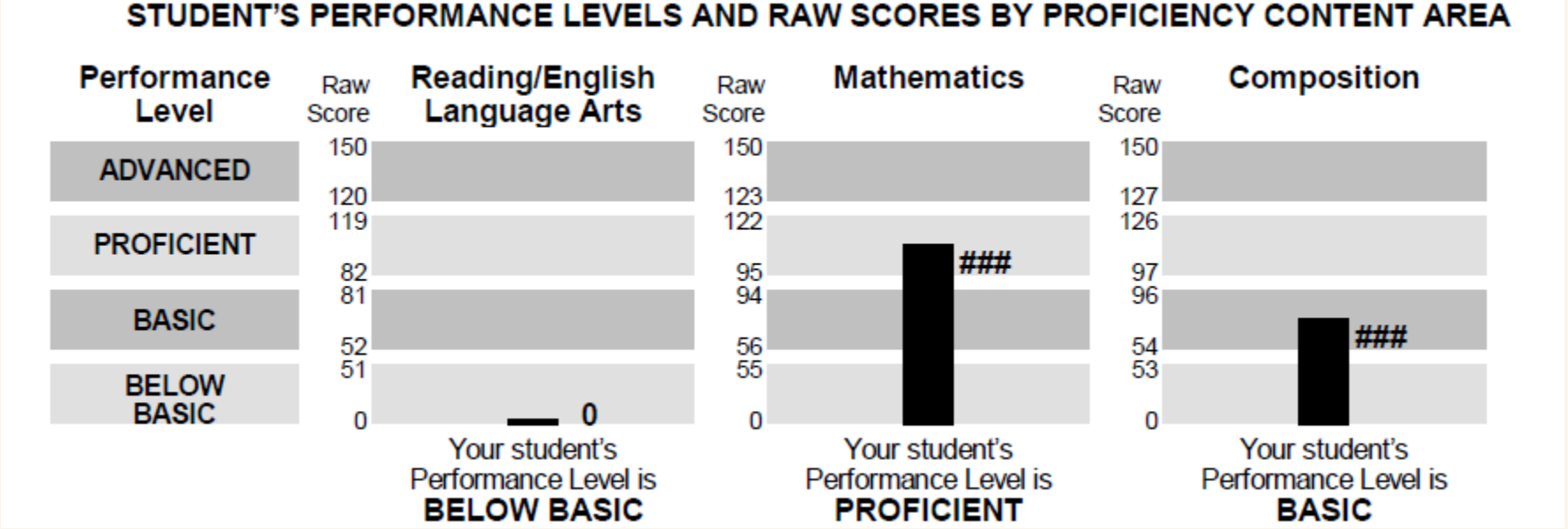


Chart: Student's Performance Levels and Raw Scores by Proficiency Content Area

For Grades 5 and 8

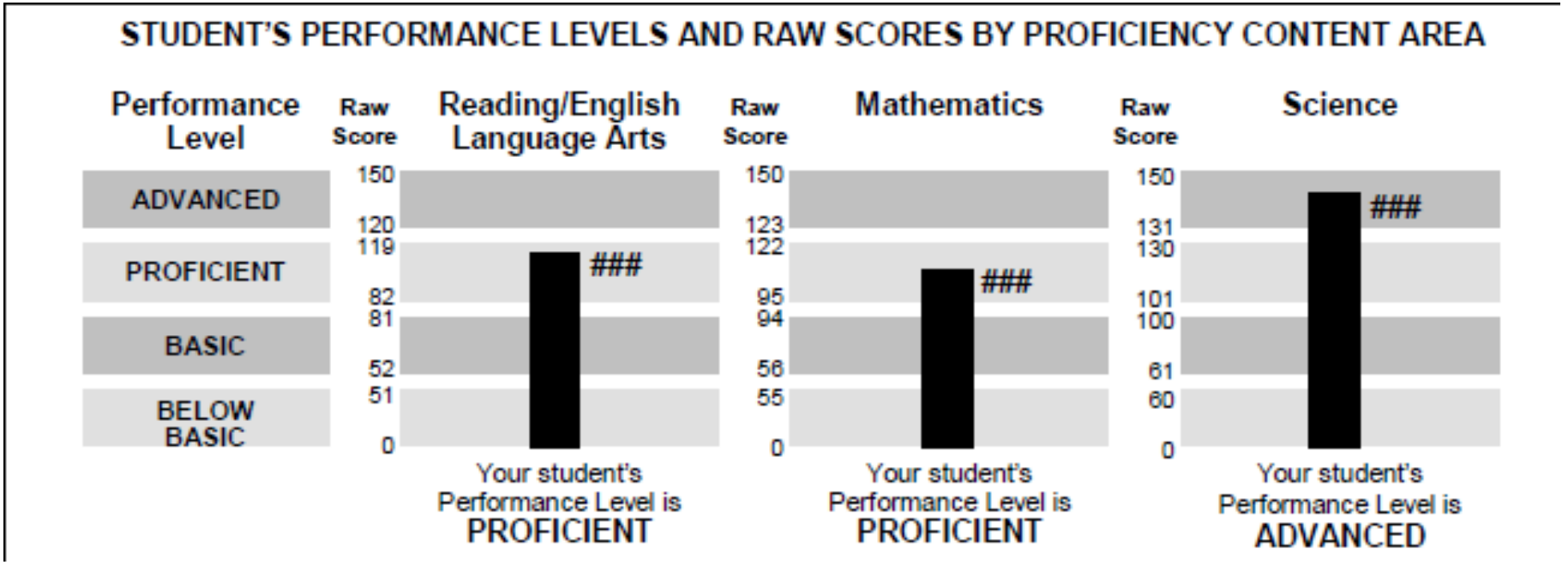
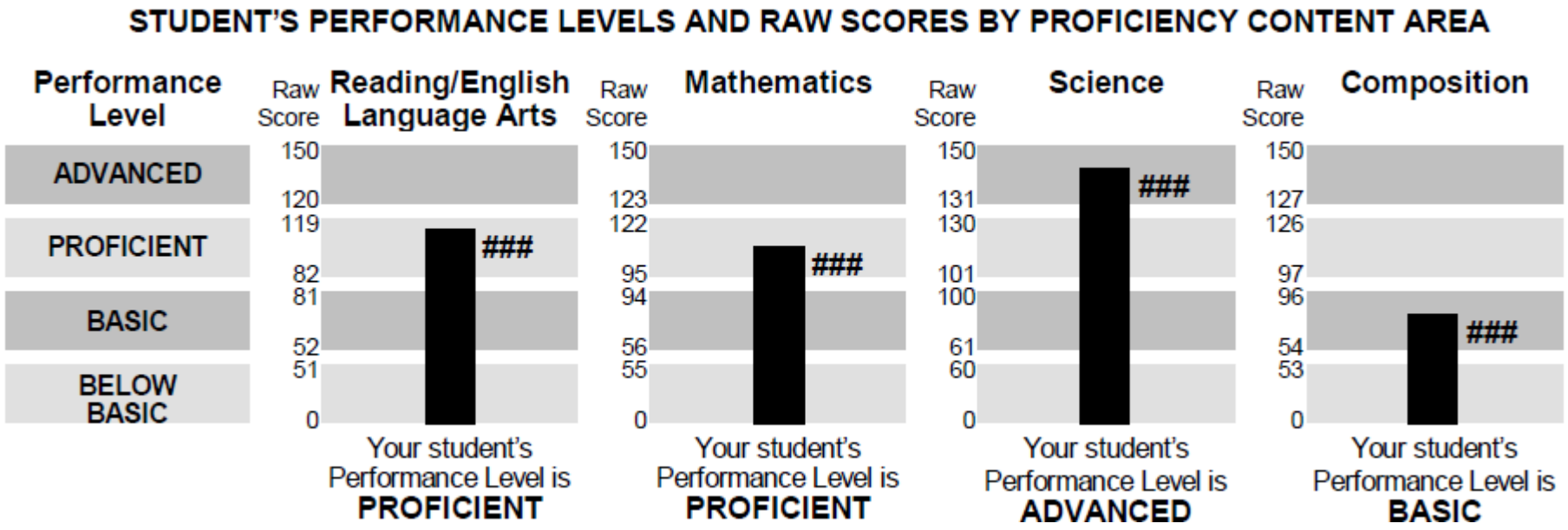


Chart: Student's Performance Levels and Raw Scores by Proficiency Content Area

For Grade 10



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Performance Level Descriptor Definitions – Abbreviated

Performance Level	What the student can do	What task modifications are present
Advanced	**Demonstrates observable understanding of the learning standard**	**Task may be reduced in difficulty**
Proficient	**Demonstrates observable understanding of the learning standard**	**Task may be reduced in difficulty and/or complexity**
Basic	**Demonstrates limited understanding of the learning standard**	**Task is reduced in difficulty and complexity**
Below Basic	**Demonstrates inaccurate or limited knowledge of the learning standard**	**Task is reduced in difficulty and complexity**

Raw Score Ranges for Proficiency Rates: Grade 5

Range	ELA	Math	Science
Advanced	120 - 150	123 - 150	131 - 150
Proficient	82 - 119	95 - 122	101 - 130
Basic	52 - 81	56 - 94	61 - 100
Below Basic	0 - 51	0 - 55	0 - 60

Raw score ranges have been determined through a standard setting procedure.

How Raw Scores are Determined

- Scorers assign separate scores of 1 through 5 according to clearly defined scoring criteria for Performance, Complexity, and Supports
  - Score 1: no or limited demonstration of the task
  - Score 5: complete and detailed demonstration of the task

- TWO scorers independently assess each portfolio entry

Scoring Rubric for ELA, Mathematics, and Science

Performance		Targeted skill is not clearly linked to the grade-level learning standard. OR baseline begins over 50%	Student performance of the targeted skill is primarily inaccurate.	Student performance of the targeted skill is limited or inconsistent.	Student performance of the targeted skill is mostly accurate.	Student performance of the targeted skill is accurate and consistent.
	Attainment		(0 – 40% accurate)	(41 – 74% accurate)	(75 – 89% accurate)	(90 – 100% accurate)
	Progress (% points above baseline)		0 -9%	10 – 24%	25 –49%	50% & over

Level of Complexity	Entry reflects no basis in the DCPS grade-level learning standards in this strand.	Student is working on "access skills" only within grade-level standard based instruction in this strand.	Student work reflects that grade level expectations have been **modified to a lower cognitive demand** for the student in this strand.	Student work reflects part of the cognitive demand of the grade level expectation in this strand.	Student work reflects the same cognitive demand as the grade level expectation in this strand (may reflect a different level of complexity/ difficulty).
Supports	No evidence of materials or adaptations that link to the student's learning profile	Materials and adaptations reflect the student's learning profile, but activities and/or materials are not age-appropriate	Age appropriate materials and adaptations reflect the student's learning profile, **but are** not clearly linked to the demonstration of the targeted skill	Age appropriate materials and adaptations are clearly linked to the student's learning profile **and** the demonstration of the targeted skill, but not to grade level learning standards	Age appropriate materials and adaptations are clearly linked to the student's learning profile, the demonstration of the targeted skill **and the** grade-level learning standards

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How Raw Scores are Determined (continued)

- Scores from each scorer are combined and totaled for each separate dimension
- Scores for Performance and Complexity are counted twice (double weight)
- Scores for Supports are counted once (single weight)

Subject	Number of Entries Required	Dimension	Scores of Two Readers
English Language Arts	3	Performance	Add & Double
		Level of Complexity	Add & Double
		Supports	Add
Mathematics	3	Performance	Add & Double
		Level of Complexity	Add & Double
		Supports	Add
Science	3	Performance	Add & Double
		Level of Complexity	Add & Double
		Supports	Add
Composition	1	Performance	Add & Double
		Level of Complexity	Add & Double
		Supports	Add

How Raw Scores are Determined (continued)

- Scores for all three entries within ELA, Mathematics, and Science are combined to determine the raw score.
- The total raw score is used to determine the Proficiency Level.

	Learning Standard	Performance (20)[a]	Complexity (20)[a]	Supports (10)*	Code	Total
ELA Entry 1 *Language Development*	4.LD-V.13	18	**12**	**10**		**40**
ELA Entry 2 *Informational Text*	4.IT-E.2	**12**	**12**	**10**		**34**
ELA Entry 3 *Literary Text*	4.LT-P.8	**14**	**14**	**10**		**38**
		Perform. Total: **44**	LOC Total: **38**	Supports Total: 30		**112**

Explanation of Entry Score Chart

Entries	Lists the content area and required strand
Learning Standard	Lists the alpha-numeric code of the learning standard
Performance	Lists the weighted raw score for Performance
Complexity	Lists the weighted raw score for Complexity
Supports	Lists the raw score for Supports
Codes	Matches information in the Codes box on the ISR
Total	Raw Score totals for each entry

	Learning Standard	Performance (##)[a]	Complexity (##)[a]	Supports (##)[a]	Code	Total
Mathematics Entry 1 *Number Sense and Operations*	#.XXX-XX.##	##	##	##	##	##
Mathematics Entry 2 *Patterns, Relations, and Algebra*	#.XXX.#	##	##	##	##	##
Mathematics Entry 3 *Geometry*	#.XX-X.#	##	##	##	##	##
		Perform. Total: ##	LOC Total: ##	Supports Total: ##		###

Condition Codes

- Specific conditions may have been present in a portfolio entry that prevented full scoring; in those cases a corresponding code was assigned.
- The key for code designations is in the box on the right side of the ISR.
- Having even one entry of three in a content area receive a condition code has a significant adverse effect on the raw score for the content area. Condition codes reduce the overall proficiency level of portfolio entry.

School Performance Reports

School-wide Results

Gives the number of students who scored at each proficiency level across content areas for the school.

School-wide

Level of Performance		Reading/English Language Arts	Mathematics	Science* *Grade 8 Only*
Below Basic	Number	###	###	###
	Percent	###.#	###.#	###.#
Basic	Number	###	###	###
	Percent	###.#	###.#	###.#
Proficient	Number	###	###	###
	Percent	###.#	###.#	###.#
Advanced	Number	###	###	###
	Percent	###.#	###.#	###.#

School-wide Results

Lists results by grade level:

By *Grade*

Number of Participating Grade 3 Students: ###		
Grade 3 Reading/English Language Arts		
	Number	Percent
Below Basic:	###	###.#
Basic:	###	###.#
Proficient:	###	###.#
Advanced:	###	###.#
Grade 3 Mathematics		
	Number	Percent
Below Basic:	###	###.#
Basic:	###	###.#
Proficient:	###	###.#
Advanced:	###	###.#

Number of Participating Grade 4 Students: ###		
Grade 4 Reading/English Language Arts		
	Number	Percent
Below Basic:	###	###.#
Basic:	###	###.#
Proficient:	###	###.#
Advanced:	###	###.#
Grade 4 Mathematics		
	Number	Percent
Below Basic:	###	###.#
Basic:	###	###.#
Proficient:	###	###.#
Advanced:	###	###.#

Number of Participating Grade 5 Students: ###		
Grade 5 Reading/English Language Arts		
	Number	Percent
Below Basic:	###	###.#
Basic:	###	###.#
Proficient:	###	###.#
Advanced:	###	###.#
Grade 5 Mathematics		
	Number	Percent
Below Basic:	###	###.#
Basic:	###	###.#
Proficient:	###	###.#
Advanced:	###	###.#
Grade 5 Science		
**same as the school-wide totals since only students in Grade 5 are assessed in science in elementary school.*		

LEA Performance Reports

LEA Results

LEA and State summary charts allow LEA leaders to compare the percentage of students at each proficiency level in the district to state-wide percentages.

LEA Summary

(Number and Percentage of Students Who Scored at Each Level)

	Reading/English Language Arts		Mathematics		Science (Grades 5, 8, & 10 only)	
	Number	Percent	Number	Percent	Number	Percent
Below Basic:	###	###.#	###	###.#	###	###.#
Basic:	###	###.#	###	###.#	###	###.#
Proficient:	###	###.#	###	###.#	###	###.#
Advanced:	###	###.#	###	###.#	###	###.#

State Summary

(Percentage of Students Who Scored at Each Level)

	Reading/English Language Arts	Mathematics	Science (Grades 5, 8, & 10 only)
	Percent	Percent	Percent
Below Basic:	###.#	###.#	###.#
Basic:	###.#	###.#	###.#
Proficient:	###.#	###.#	###.#
Advanced:	###.#	###.#	###.#

LEA Results

The LEA Performance Report also provides a list of the numbers of students at each proficiency level between district schools.

		Number of Participating Students	Number of Students Who Scored at Each Level			
			Below Basic	Basic	Proficient	Advanced
Schoolnamexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	Reading/English Language Arts	###	###	###	###	###
	Mathematics	###	###	###	###	###
	Science (Grades 5, 8, and 10 only)	###	###	###	###	###
Schoolnamexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	Reading/English Language Arts	###	###	###	###	###
	Mathematics	###	###	###	###	###
	Science (Grades 5, 8, and 10 only)	###	###	###	###	###
Schoolnamexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	Reading/English Language Arts	###	###	###	###	###
	Mathematics	###	###	###	###	###
	Science (Grades 5, 8, and 10 only)	###	###	###	###	###

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State Performance Reports

State Results

State reports give the percentage of students at each proficiency level across the state and provides a listing of LEA results.

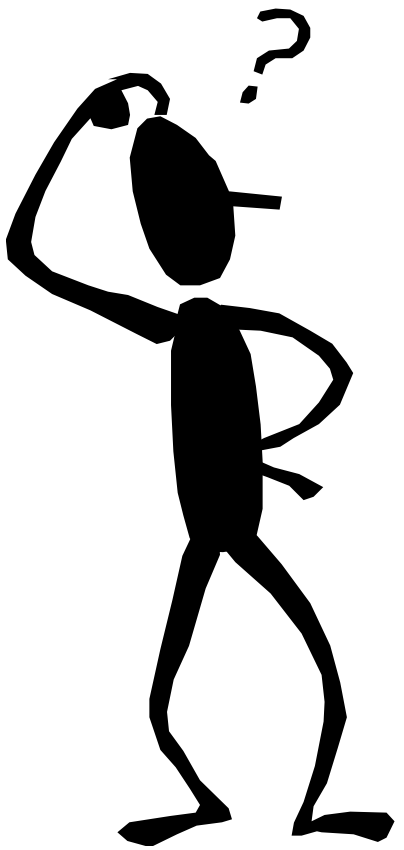
State Summary (Percentage of Students Who Scored at Each Level)			
	Reading/English Language Arts	Mathematics	Science (Grades 5, 8, 10 only)
	Percent	Percent	Percent
Below Basic:	###.#	###.#	###.#
Basic:	###.#	###.#	###.#
Proficient:	###.#	###.#	###.#
Advanced:	###.#	###.#	###.#

		Number of Participating Students	Number of Students Who Scored at Each Level			
			Below Basic	Basic	Proficient	Advanced
LEAnamexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	Reading/English Language Arts	###	###	###	###	###
	Mathematics	###	###	###	###	###
	Science (Grades 5, 8, and 10 only)	###	###	###	###	###
LEAnamexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	Reading/English Language Arts	###	###	###	###	###
	Mathematics	###	###	###	###	###
	Science (Grades 5, 8, and 10 only)	###	###	###	###	###
LEAnamexxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	Reading/English Language Arts	###	###	###	###	###
	Mathematics	###	###	###	###	###
	Science (Grades 5, 8, and 10 only)	###	###	###	###	###

Discussion

How might you use the information provided in these reports within your classrooms, buildings, and districts?

- What about student learning?
- What data can be collected?
- What does the data tell us?
- How do results inform instruction?
- What other information is useful?



Next Steps

- Become familiar with the procedures for developing portfolios.
- Attend technical training sessions.
- Collaborate with general and special education colleagues about strategies that help student access the general curriculum. Share ideas that work!
- Check the OSSE site for updates and important information at http://osse.dc.gov

For more information

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